Making Aspirations Achievable

Fulbourn Primary School: Curriculum and Learning Policy 2014

This policy covers all aspects of learning and encompasses our approach to teaching, learning and assessment in all subjects. It outlines the principles of our curriculum and approach to learning and is divided into the following sections:

1. Our mission, vision and values
2. Learning at our school
3. The school curriculum
4. Planning
5. Teaching
6. Assessment, feedback and marking
7. Home-School links
8. Supporting learners with Special Educational Needs and Disabilities
9. Monitoring the quality of teaching and learning

Teachers should read this policy in conjunction with the ‘Guide to expectations of Teacher at Fulbourn Primary School’, a document which details procedures and processes.

1. Our mission, vision and values: Making aspirations achievable

We believe that children need to develop four key qualities whilst at our school:
• Children who have courage and self-belief are most likely to achieve their aspirations;
• Children who are curious about learning will question the world around them and always challenge themselves and others;
• Children who have compassion will be, and teach others to be, better human beings;
• Children who are creative will be able to solve the problems of the future.

To enable children to achieve these qualities we must:
• Nurture children as individuals and help them recognise what they have to offer as members of society;
• Motivate and inspire children to achieve the highest standards in basic skills;
• Ensure children have the opportunity to achieve in all areas of learning and excel in those in which they have a passion or talent;
• Provide children with memorable learning experiences.

As a result, the children will feel:
• That they have something to offer that is valued.
• Excited about learning.
• Brimming with further questions that they want to explore.
• Motivated to further their learning outside of the classroom.

2. Learning at our school

Effective Learners
Effective learners come to school with a positive attitude and eagerness to learn. They are able to learn both independently and collaboratively, remembering what they have learnt and have the confidence to apply skills and knowledge in new contexts. They persevere even when they find
tasks difficult and are able to ask for help when they need it. They are motivated to extend or continue their learning at home.

Effective learners understand how they learn best. They choose to behave in a way that allows everyone to learn, concentrating and listening carefully and participating actively in the learning process. They enjoy school, take pride in their work, are willing to take risks and respond readily to the challenges of the tasks set. Learners are proud of what they can achieve, but also think about what they need to do next to improve areas for development.

**Effective Teachers**

Effective teachers create a stimulating learning environment in which learners feel safe, secure and happy to come to school, are ready to learn and feel confident to take risks. They show enthusiasm and a positive attitude towards teaching and learning and are confident with the knowledge and understanding within lessons, asking for support or advice from colleagues in any areas where they are unsure. They believe that all children are capable of learning anything, as long as it is presented in the right way and children put effort into their learning.

Effective teachers make lessons purposeful through careful, differentiated planning, effective use of and a clear purpose at the heart of each activity. They make objectives clear to learners and check their understanding during and at the end of a lesson. They are clear with instructions and explanations and use a wide range of questioning skills not only to check understanding, but also to challenge and extend thinking. They make good use of time, ensuring lessons begin promptly, are suitably paced and include effective reviews of learning. They are flexible in response to learners’ needs and interests, making the most of any learning opportunities that arise. They encourage learners to peer and self-assess, so that they learn to identify for themselves their strengths and areas for development.

Effective teachers have high expectations for learners’ learning and behaviour. They know their learners’ capabilities, encourage all to participate and challenge them to reach their potential. They encourage learners to take ownership of their learning and provide opportunities for learners to develop independence in learning. They use appropriate differentiation to ensure that all learners actively participate and make progress in lessons. They teach in creative and imaginative ways, varying teaching styles and learning activities to suit the lesson objective, maintain learners’ interest and take account of children’s individual learning styles. They make effective use of additional adults in the classroom, ensuring they are clear about their role in supporting learning.

**3. The school curriculum**

Our curriculum seeks to achieve a high level of equity, attainment and enjoyment for all children. It presumes that all children, regardless of their background or genetic make-up, are able to progress in all areas of the curriculum and develop key knowledge and understanding that provides solid building blocks for future learning.

Teachers will use the curriculum to achieve this by allowing the children time to develop their understanding of key constructs to sufficient depth. It is a rigorous assessment-driven curriculum which, whilst meeting the requirements of the National Curriculum 2014, also reflects the fact that each child is unique; teachers will therefore need to know the stage of development of all children in all subjects and teach what they need to understand next. Children must be assessed on the key constructs that they are taught. The curriculum should be sufficiently flexible to respond to the interests of the children and should enable teachers to promote a feeling that anything can happen in their class. The curriculum provides thematic links that give our curriculum a joined up
feel and provide real purposes for learning. (See appendix 1 for topic overview and essential experiences.) Through implementation of the curriculum, teachers should promote choices for children as learners in order to create a more democratic society and recognise that children may require different approaches to learning in order to succeed.

Our curriculum includes ‘essential experiences’ that we believe all children should have during their time at primary school. Children should go on a local visit every term and must have at least one topic related school trip per year. Children will also have a residential trip at least twice in KS2 (usually Year 4 & 6). All visits should be organised by class teachers in accordance with the Educational Visits policy. They should also experience outdoor learning sessions at least once a week, as well as outdoor PE sessions.

4. Planning
Time tabling should ensure that the agreed balance of areas of learning is adhered to; children must have two PE sessions a week and at least one afternoon of science per week. Maths and English must be taught every day. There must be a weekly Circle time session, half an hour PSHE lesson and a half hour for languages learning in KS2 only. The remaining time should be used for topic work. Teachers must plan to use all available time for maximum impact on learning. In addition to arranging lessons within the timetable, early morning and afternoon time (e.g. during registration) should also be planned for, ensuring a balance of consolidation in basic skills (handwriting, mini-maths, early bird writing etc).

The starting point for all planning for all subjects, as detailed in the ‘Guide to Expectations’, is the stage of development that teachers assess the children to have reached. For each subject area the teachers work with the class to establish the ‘Key constructs’ (the key parts of new learning that will enable the children to deepen or progress their understanding of a particular strand) for their learning in the next half-term. These combine with the compulsory content as set out in the compulsory curriculum guide (appendix 1). The teacher will thus create the objective guide, giving their class opportunities to contribute their views on what they need to learn.

5. Teaching
Teachers may find it useful to group children for some sessions on the basis of ability. This is to be treated with great caution to avoid any notion that children have a fixed ability in all strands of one subject area or across all subjects; a basic principle of our approach to learning is that all children are capable of learning anything, as long as it is presented in the right way and they put effort into their learning. Children may be arranged into mixed ability, gender and behaviour groups (called a home place). They should spend the vast majority of table time in these groups. Based on thorough and accurate assessment of one strand teachers may decide to group children for some lessons in particular subjects. Ability in one strand MUST not be presumed because of attainment in any other strand. Seating should be seen as flexible; in many lessons, children can be given a choice of challenge in order to determine the level of work they wish to tackle. We never want children to feel their progress is limited or pre-determined.

It is important that teachers start all sessions knowing the key construct they are aiming to develop and have decided what shallow, deep and profound attainment in this area would look like. All sessions must include learning modelling even if this is a revision of previous learning. Teachers are expected to make good use of time: ensuring transition times are used for learning and making sure that lessons begin promptly and are suitably paced.
A carefully planned and well structured lesson or series of lessons will help to ensure effective teaching and learning takes place. The following description outlines the elements that we believe will lead to successful learning, although it is the professional decision of the teacher how best to structure the lesson, according to the area of learning, the intended learning outcomes and the age and ability of the learners.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| **Starting the journey**     | • Something to spark their interest or excite their imagination  
                                 • Focus attention  
                                 • Preparation for learning/estimating learning behaviour, including a sense of security and self-confidence, as appropriate |
| **Set the learning challenge** | • Learning constructs should be shared as a ‘dare to discover’ how, why, whether...  
                                 • Give learners the ‘big picture’, recapping prior learning and setting the lesson in context of previous and future lessons  
                                 • Engage learners in new learning |
| **Steps to success**         | • Children must understand what information skills/ understanding they will need to achieve the challenge  
                                 • Introduce/ discuss steps to success, as appropriate (i.e. ‘To achieve this you will need to...’) |
| **New discoveries/adventures** | • Children should experience new learning or new challenges  
                                 • Scaffolding learners’ understanding of concepts or skills, for example by:  
                                 o Drawing out learning through good use of questioning;  
                                 o Teacher demonstration and modelling;  
                                 o Sharing/showing examples;  
                                 o Shared task, which teacher and learners complete together |
| **Making or Retracing your steps** | • Application, development or extension of learning  
                                 • Identify focus groups providing further teaching which closes any gaps  
                                 • Develop learner independence, e.g. by including self-chosen/initiated tasks and role play  
                                 • Provide time for learners to complete work begun previously  
                                 • Provide a range of experiences to consolidate or revise learning  
                                 • Provide opportunities for application and development of new knowledge, understanding or skill, including ‘having a go’ and taking risks  
                                 • Provide challenge for all learners, balancing ‘can do’ with ‘new demand’  
                                 • Provide additional adults with clear plans of the intended learning for their group  
                                 • Some children may need to re-trace their steps in a different way/ with a different approach. It is the teachers’ responsibility to find approaches that suit each learner and the learners’ responsibility to have a dedicated approach to their own progress |
| **Where to go next?**        | • Reflection on learning (*NB This will not necessarily take place in one chunk at the end of the lesson, but may be interspersed in small chunks throughout the lesson*)  
                                 • Informal teacher assessment of what has been learned  
                                 • Time for peer and self-evaluation  
                                 • Reflection on learning that has taken place or on how learner has learnt, by asking questions such as: What have you learnt? How do you know that you have learnt it? How does your teacher know that you have learnt it? What helps and/or hinders your learning? What do you need to do to learn even more effectively?  
                                 • Opportunity to consolidate, transfer or apply learning in another context  
                                 • Opportunities for learners to consider future or extending learning |

**Recording: practice and consolidation**
Consolidation through practice is an important part of the learning process. Children should record their learning in a variety of ways; they should be able to look back at reflect on this learning over time. Books act as a portfolio of their learning journey and should therefore be treated as
recognitions of achievement, not simply by celebrating an end result, but also by demonstrating the process they have been through and the challenges they have faced. All learning should therefore be reflected in books in some form. This could be a direct piece of work, a picture of them completing learning or their reflection on the learning. Presentation rules as outlined in the ‘Expectations of Teachers’ document must be adhered to for all pupils, although the teacher may make sensible adjustments for children with particular needs and difficulties.

To assist teachers’ use of books for assessment purposes, there should be an indication in the book about whether the child has been supported in its completion, using the symbols:

- **T**: completed with teacher support
- **TA**: completed with the support of a teaching assistant
- **I**: completed independently
- **P**: completed with a partner

**Focus Group teaching**
When teachers, either as a result of observation during the lesson or when reviewing recorded work, identify a pupil or group of pupils who have misunderstood a concept, skill or key construct, they may choose to address this by working with the pupil in a focus group. This group may be taught by the class teacher, a teaching assistant who has been properly briefed or another designated adult, such as a maths tutor. At the end of the focus group session, the adult must record whether all of the children have now grasped the concept, skill or construct and inform the class teacher, to enable decisions about moving the class on with learning to be made.

6. Assessment, feedback and marking

**Principles of Assessment**
Our curriculum is founded on teachers being experts in assessment. We believe that assessment should:

- Lead to action and help to progress learners’ learning;
- Respond flexibly to learners’ progress, identifying next steps for learning or improvement in a progressive manner;
- Be meaningful and easily understood by staff, learners and their parents;
- Provide information that is useful and transferable to other staff;
- Assess deeper, long-term learning of both skills and knowledge;
- Be integral to learning and teaching in our revised curriculum;
- Involve moderation and be grounded in sound evidence gathered through observation of learners engaged in tasks;
- Be manageable for learners and staff in terms of paperwork and time.

**Purpose and Outcomes of Assessment**
Assessment should support and inform members of the school community in the following ways. **Teachers** will know:

- Where the learners are starting from;
- Whether the class in the main has learned what was planned;
- How to assess accurately learners’ attainment in reading, writing and maths and whether all the learners are making expected and sufficient progress against national expectations;
- How well learners applying are their skills, knowledge and understanding across the curriculum;
- Which learners need more help and which need extension work in which areas;
- Whether the planning for activities, resources and staffing is well targeted;
- How teaching can be adjusted to have a greater impact on learning.
Learners will:
• know how what their strengths and developmental needs are and how to assess their own progress and that of their peers against the intended learning.
• understand what they are trying to learn and confidently discuss this, using appropriate language;
• regularly contribute to determining and using success criteria to evaluate and improve their own and peers’ progress;
• independently use and apply learning across contexts;
• value talk for learning, consciously using it to advance their thinking, express and support their views, contribute to, initiate and lead whole class and group discussions;
• identify and take their next steps in learning to make good progress.

Leaders across the school will know:
• Whether the learners (viewed individually, as year-group cohorts, as specific classes, as identified groups, including girls, boys, ethnic groups, SEN etc) are making sufficient progress and whether this progress is in line with the school’s targets;
• Whether there are any areas of learning requiring particular improvement and what aspects of the curriculum and teaching need to be strengthened;
• Each pupil’s attainment, in terms of National Curriculum levels, in reading, writing and maths and whether additional provision is required to bring them back on track;
• What impact the school development plan is having on learning;
• How the school compares with other schools nationally.

Their parents/carers will know:
• Whether their child is making good progress;
• Whether there are there any specific issues where their child may require additional provision;
• How well their child is doing compared with others of the same age;
• What they can do to support learning.

Overview of Assessment
All learners are regularly assessed and their progress is monitored throughout their time at the school. The learning needs of all learners are identified and teaching and learning opportunities are adapted as required. Assessment falls into two main strands; assessment for learning and assessment of learning.

Assessment for Learning
Assessment for learning involves ongoing evaluation of learners’ progress to identify areas for future learning. Teachers monitor learners’ daily progress through careful questioning, assessment of their responses and oral feedback, as well as through marking and reviewing written work. This helps teachers to identify learning needs and plan learners’ next steps. Learners are helped to develop strategies for assessing their own learning, so that they begin to be able to identify for themselves their next steps for improvement and development of skills and understanding. The elements of assessment of learning are:
• Learning objective-led lessons, with success criteria identified and shared with learners, as appropriate to their developmental stage.
• Use of open teacher questioning to check, challenge and extend learners’ learning.
• Specific **feedback** from the teacher, both oral and written, relating to the lessons objectives and identifying next steps for improvement.

• **Peer and self-assessment**, relating to the lessons objectives and identifying next steps for improvement.

These terms are defined in appendix 2, along with ideas for their development in practice.

**Assessment of learning**

In addition to ongoing assessment for improving learning, teachers also review periodically the stage the learners have reached in their learning, judging whether their understanding is shallow, deep or profound, as defined below.

**Shallow** understanding: The children remember the content of the session or topic. They are able to replicate actions when asked or provide information when directly questioned.

**Deep** understanding: The children are able to reflect on the learning that has taken place, they fully understand the subject or topic and are therefore able to use their ability or knowledge in a range of contexts in order to recreate ideas, concepts or actions well as generate their own new ideas or thoughts.

**Profound** understanding: The children are able to use their in-depth understanding or ability to create new ideas. They are able to automatically draw on their understanding or skills as a stepping stone for further learning.

**Evidence supporting assessment judgements**

Various types of assessment information will be collected as outlined below and recorded in the assessment book. Further information can be found in the ‘Expectations for Teachers’ document.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Records</th>
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<tbody>
<tr>
<td>Mini assessment tasks for all subjects when changing constructs/ units or strands as appropriate.</td>
<td>Children should be asked to complete a short assessment task at the beginning and end of each unit. This may be a short quiz, a diagram, practical task, picture or drawing but it should clearly focus on the teachers gaining a better understanding of a starting point for any of the key constructs and at the end to show how much progress had been made. Books should clearly demonstrate that the children have been assessed, taught, had time to deepen their understanding and then be able to review their learning progress. <strong>In children’s books.</strong></td>
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<tr>
<td>Use of mind mapping at the beginning and end of each <strong>science</strong> unit of work, to assess <strong>prior knowledge</strong> and newly learned <strong>knowledge</strong>. <strong>(This may be adapted as a whole-class exercise with adult scribing, or completed with pictures for younger or less able learners)</strong></td>
<td>Paper or computer produced mind maps. These can be used as assessment evidence for any area or subject and can be applicable when assessing in a variety of contexts. These can be evidence in assessment portfolios or part of learning journey progress books. <strong>In assessment file.</strong></td>
</tr>
<tr>
<td>Class progress tracking for all foundation subjects from subject guides</td>
<td>Teachers will keep a record of when their class has attained a shallow, deep or profound standard of learning for all objectives. Initials of those pupils that have not reached or exceeded this standard will also be noted. The class record will be used to complete children’s individual progress records at the end of each year. <strong>In assessment book.</strong></td>
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<tr>
<td>Incidental observation of all learners across all areas of learning.</td>
<td>• Incidental log sheets as part of class assessment book.</td>
</tr>
<tr>
<td>Focus groups for all subjects These should be planned to:</td>
<td>1. Green sheets in class assessment book. 2. In planning.</td>
</tr>
<tr>
<td>1. Address identified misconceptions. 2. Target new learning.</td>
<td></td>
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<tr>
<td>Planned observational assessments Foundation stage track all pupils in all strands using planned and incidental observation.</td>
<td>Planned observation record (Yellow sheet in class assessment book) These should be used to confirm initial whole class assessments. Children indicated on the class progress tracking sheets as off track or exceeding peers in a particular strand should have a planned observation linked to the success criteria as evidence for teacher assessment accuracy. This means wherever children are indicated on the class tracking sheet a planned observation should take place for these children- this should then determine next steps for their learning and focus groups which would be indicated in planning.</td>
</tr>
<tr>
<td>End of term unaided writing assessments This will include 10-15mins intro and discussion with picture prompts but without writing aids. Activities will be based around a familiar context following the genre guidance. Children will be given planning time.</td>
<td>Yellow writing record books, used to guide end-of-term moderated writing levels. Used at the end of every term.</td>
</tr>
<tr>
<td>End-of-term moderated attainment levels in reading, writing, maths and science for all pupils, highlighting level descriptors for selected group of children. Levels used for attainment grids and provision mapping.</td>
<td>Attainment levels entered into Target tracker termly. APP tracking sheets for selected group of four learners, incorporating a range of abilities, with supporting evidence. In assessment file.</td>
</tr>
<tr>
<td>Art portfolio. This should be a selection of class work displayed to illustrate the skills development and progression in each art unit.</td>
<td>Art A2 scrap books. Ongoing.</td>
</tr>
<tr>
<td>Observed core tasks in PD for the selected group of four APP children.</td>
<td>PD core tasks proforma completed at the end of each unit. In assessment file.</td>
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</tbody>
</table>

**Use of Tests**

At Fulbourn Primary School we believe that formal testing should be used sparingly with primary school aged learners, since it can cause anxiety and stress, provide evidence for a limited range of knowledge, understanding and, particularly, skills and lead to a restricted curriculum in which only that which is to be tested is taught. Some testing, however, is both useful and inevitable.

**Year 6 SATs** in English and mathematics are a statutory requirement and it is only fair to the learners that they be sufficiently prepared for taking these tests by having a number of practice runs. However, a sensible balance should be sought during year 6 so that teaching and learning does not become entirely dominated by these subjects to the detriment of pupil motivation and progress in other areas of learning.

**Year 2 SATs** should be administered in the spring and early summer term and used as a diagnostic tool, so that the teacher builds a picture of the learners’ current level and the further progress that the learners need to make by the end of key stage 1. They should be administered in such a way that learners are scarcely aware of them and are certainly not caused any anxiety.
Consideration should be given to those learners who require reading support with their maths paper and to those who may need to sit the test in a 1:1 or small group situation, to minimize anxiety. Learners who are not operating at the levels covered by the tests should not be expected to sit them. If appropriate, a test designed for a lower year group may be used.

The following list summarises the tests that take place across the year.

**Autumn Term**
- Annual spelling test completed annually in late September. (HAST2, introduced in 2013)
- Year 1-6 standardised tests in reading and maths (September 2014 only)
- Y6 mock SATs in reading, writing and maths at the end of September or beginning of October.

**Spring Term**
- Year 2 maths SAT and reading test (to be used diagnostically)

**Summer Term**
- Year 1 phonics check and Year 2 retake (for those who did not reach the expected level in Year 1)
- Year 2 writing and reading tasks.
- Year 1-6 standardised tests in reading and maths (annually from 2015).
- Year 6 SATs
- End of Year Report to Parents

**Learning Journeys: Pupil Targets and End of Year Reporting**
Learners should know exactly how they can improve their work. Helping them to keep track of any progress they have made builds their self esteem and keeps them focused on their next steps.

Learning Journey books keep a record of work for all areas of learning that demonstrates the progress learners have made over the academic year across all subjects. Evidence of progress can be samples of work, pictures, comments or photographs. In termly meetings with the class teacher, pupils will discuss their progress and set new ‘values’ development targets linked to the 4Cs, courage, compassion, creativity and curiosity. (For information on targets relating to reading, writing and maths, teachers should refer to the guides to teaching English and maths.)

Parents have the opportunity to comment in these books at regular intervals and receive them at the end of the year as a record of their child’s progress. A final summary of progress written by the class teacher will give parents further feedback in Literacy, Numeracy and Personal, Social Development.

7. **Home-School links**
Parents are a key influence on their children’s attitude to and success with learning at school. They support their children’s learning by encouraging them to be positive about school and to reach their potential. Parents are expected to support the school’s behaviour code; everyone has a shared understanding of good learning behaviour through the home-school agreement, which is signed annually. Parents should also ensure that children attend school regularly and on time, and should not take family holiday during term time. It is important that parents let the school know of any problems that may affect their children’s ability to learn or their behaviour at school.

Teachers will keep parents informed about both the focus of learning in the class and their own children’s progress through:
• Being available to talk briefly with them as they collect the learners from the playground at the start of each day;
• Beginning of term letters outlining the term’s learning;
• Parent consultations in the Autumn and Spring terms, with an optional appointment to discuss end of year reports in the summer term;
• Regular writing and reviewing of target cards for parents of children with special needs;
• Appointments available by arrangement;
• Class assemblies (at least two per year) followed by parental visits to the class to share learning;
• Homework folders, reading records, a guide to helping learners with maths calculations and termly ideas of maths activities for supporting learners’ learning.
• Learning Journey’ books and the end-of-year school report

**Home Learning**

We believe homework is important because it provides an opportunity for parents to share and enjoy the experience of learning alongside their children. It encourages children to think of learning as a life-long process, rather than just something they do in school. Homework raises parents’ awareness of what their children are learning in school and identifies ways in which parents can help them to learn at home. It promotes children’s independence and provides them with further opportunities to consolidate and practice the skills they are learning in school.

Home learning is an opportunity to practice skills and to prepare for future learning, but needs to be positive and encouraging in nature. We want to encourage all children to embrace home learning in order to improve their rate of progress. Weekly guidance on how to support home learning should be given every Friday and should be followed up the following week. Children will be provided with a notebook and home learning folder in which to record their home learning.

• **Reading**: Every child should spend some time every day reading independently or sharing a book with a parent or other adult. This should be recorded in their reading log and teachers should refer to the logs and chat briefly about what the children have been reading at home, positively reinforcing home reading and talking to children (but not punishing them) if they are not reading at home.

• **Phonics/ Spelling**: Every child should spend time practising their weekly phonics or spelling. This is much better done for a short period several times in the week than all on one night; experience shows that this helps children retain the spelling over the long term, rather than just for a check that week. Teachers should carry out a midweek check to ensure that children are not practising spellings incorrectly.

• **Mathematics**: practising a method or a skill, including times tables. Instructions must be clear, with examples for parents to follow when a particular method is to be practiced. Maths where there is a correct answer must be accurately marked so that misconceptions can be addressed.

• **Learning Reflection**: This will comprise of a more open-ended task in which children will identify something they have experienced, learnt or discovered over the past week. They need to create something to represent this. which might include:
  - A visit they have been on;
  - Skills or information they have learnt in or out of school, e.g. related to sport, music or dance;
  - Something they have discovered.
They might create a picture, a piece of writing, a model or artefact or a photo/video clip.

They will have an opportunity to share what they have learnt with the class on rota basis, with some sort of display of home learning in the classroom.

When time is short, parents and children should be encouraged to give priority in the order above. Teachers must communicate homework tasks clearly on weekly homework sheets and send them home in homework folders. Please remember that all work should be followed up and result in a positive outcome for the child.

Learning Club will take place once a week on Fridays from 3.30-4.30pm for the purpose of supporting those children that don’t have access to resources at home, including adult support and time. It can also be for children who are struggling with something in lessons and would like to opt for some additional 1:1 time.

Homework must be valued if children are going to be encouraged to do it. Parents and teachers have important roles in the positive promotion of homework as a learning experience. Parents should support their children with homework, but strike an appropriate balance between supporting their child and doing too much for them. When time is short, parents should focus with their child on reading, spelling and maths elements of homework. Teachers must communicate homework tasks clearly on weekly homework sheets and send them home in homework folders. From an early age, children are encouraged to keep a record of when they have completed their homework by ticking a chart that is included on the weekly homework sheet. The sheet should be signed by parent before being handed in and signed by a member of staff once the homework has been checked. Work will not necessarily be marked in great detail, but if a teacher identifies a particular problem, it will need to be addressed with the child.

8. Supporting pupils with Special Educational Needs and Disabilities

Further information of the identification and support of pupils with special educational needs and disabilities can be found in the SEND (Special Educational Needs and Disability) Policy, which should be read alongside this policy. It is important, however, to make a clear distinction in this policy between the high level needs of pupils with SEND and those pupils with other additional needs.

Pupils with high levels needs as a result of a special education need or disability are those who have a diagnosed condition that impacts on their learning and progress. It covers those pupils who, in spite of a well-differentiated curriculum and high quality classroom teaching, are not able to make progress without further provision, for example specialist equipment, specialist interventions or 1:1 adult support.

Pupils with additional needs are those whose learning and progress may be impacted by a number of factors, e.g. having English as an Additional Language, being in receipt of Free School Meals, being gifted or talented in one or more areas, but who are able to make good progress as long as they receive good quality and highly differentiated teaching and make an effort with their learning.

9. Monitoring of the Quality of Teaching and Learning

Monitoring and evaluation of the quality of teaching and learning is carried out in a variety of ways, including:

- Lesson observation
- Work or book scrutiny and displays of learners’ work, including assemblies.
- Formal and informal discussions and meetings with staff
- Feedback from additional adults in the classroom
- Discussion with learners and questionnaires
- Data analysis

Lesson Observations

Although the primary reason for lesson observation is to improve the quality of teaching and learning, lesson observations may be carried out by a variety of people for slightly different purposes. This includes:

<table>
<thead>
<tr>
<th>Lesson observation by:</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Head teacher and senior leaders</td>
<td>To monitor the quality of teaching and learning across the school. For performance development and personal development.</td>
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<tr>
<td>Learning Team members</td>
<td>To know the strengths and development needs of the areas of learning they lead.</td>
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<tr>
<td>Peer observations between teachers</td>
<td>To provide support and advice for colleagues on an agreed area of focus.</td>
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<tr>
<td>Teaching assistants or additional adults</td>
<td>To provide informal feedback on the progress and engagement of specific learners in the learning process.</td>
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<td>Governors</td>
<td>To contribute to their learning and understanding about the school. To enable them to monitor the school development plan.</td>
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<tr>
<td>Support Services (e.g. EP)</td>
<td>To focus on specific learners with identified additional needs. To advise teachers on how best to engage those learners in learning.</td>
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<tr>
<td>External advisor</td>
<td>To monitor teaching and learning with a county focus, providing feedback to the school and contributing to local authority reports.</td>
</tr>
<tr>
<td>OfSTED</td>
<td>To monitor teaching and learning within the school, providing feedback to the school and contributing to national reports.</td>
</tr>
</tbody>
</table>

For lesson observations to be effective and contribute to personal development as well as improved teaching and learning, the following processes should be observed:

<table>
<thead>
<tr>
<th>Performance development</th>
<th>Learning team/ Subject leaders/ Governor</th>
<th>Other including drop in, peer observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each teacher will have up to four observations of no more than 45 minutes each, across the year. This will include English, maths, science or another subject about which the leadership team wishes to build a picture and a foundation subject.</td>
<td>The observer and teacher should agree a time and a focus for the observation. The teacher should have a clear understanding of the purpose and nature of feedback. This may include providing feedback to all staff regarding whole school development priorities. Feedback with regard to the</td>
<td>The observer and teacher may agree a time and focus for the observation. If appropriate feedback and discussion will happen at a mutually convenient time.</td>
</tr>
<tr>
<td>The observer should plan the time of the observation as well as time for a coaching discussion. The observer and teacher being observed should jointly establish a focus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The observation will be followed by a 1hr coaching development discussion allowing time to establish agreed strengths and areas for development in overall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
teaching practice. The conversation will be recorded for documentation. Teachers can bring a range of evidence to be considered as part of this discussion which may include: evidence of attainment and progress; comments made by parents; planning examples; assessment records etc.

Following the developmental coaching session and considering any evidence presented as part of the teacher’s CPD portfolio, the head teacher and senior leaders will judge the quality of teaching against the OFSTED criteria.

The senior leaders will follow up with the teacher, to ensure that any development points have been addressed and that this has led to improvements in practice.

<table>
<thead>
<tr>
<th>focus is given at the agreed time. The agreed method of feedback to individuals will usually be for three strengths of the lesson to be identified and one area for development, along with suggestions for action. The teacher should be given plenty of opportunity to contribute his/her thoughts on the lesson.</th>
</tr>
</thead>
</table>

Proformas for recording these different types of lessons observations can be found in Appendix 3.
## Appendix 1: Overview of the curriculum topics and essential experiences

Each term has two linked topics, one with a history and one with a geography leaning, the titles of which are listed below. For full details of the compulsory elements of the curriculum, please refer to the 'Theme Overview with Subject breakdown', which includes the science, DT, history, geography and RE content to be covered each term.

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Topics</th>
<th>Essential Experiences will include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/1</td>
<td>Autumn: All Around Me &amp; Seasons</td>
<td>Visit different parts of their village. Discover their family history. Walk on the field when it is frosty. Have a snow fight (weather permitting)</td>
</tr>
<tr>
<td></td>
<td>Spring: London &amp; Trains, Planes and Automobiles</td>
<td>Investigate real vehicles. See Big Ben and visit the Houses of Parliament.</td>
</tr>
<tr>
<td></td>
<td>Summer: Explorers &amp; At the Beach</td>
<td>Care for something. Eat exotic fruit. Walk on the beach.</td>
</tr>
<tr>
<td>1</td>
<td>Autumn: Along the River Bank &amp; Rain or Shine</td>
<td>Walk along the river bank and feed the ducks. Get wet and muddy.</td>
</tr>
<tr>
<td></td>
<td>Spring: The Antartic &amp; The Sahara Desert</td>
<td>Make ice. Play in a sand pit (wet &amp; dry). Build a sand castle</td>
</tr>
<tr>
<td></td>
<td>Summer: If you go down to the woods... &amp; Dig and Delve</td>
<td>Build a den in the woods. Have a picnic. Hold mini-beasts. Get messy. Visit a forest.</td>
</tr>
<tr>
<td>1/2</td>
<td>Autumn: Victorians &amp; Inventions</td>
<td>Experience a day as a Victorian child. Invent something to solve a problem they care about.</td>
</tr>
<tr>
<td></td>
<td>Spring: Scotland &amp; The Highlands</td>
<td>Have a bonfire party - sing songs, tell stories and toast marshmallows. Learn a Highland dance. See a panoramic view from a height.</td>
</tr>
<tr>
<td></td>
<td>Summer: Dangerous Dinosaurs &amp; Fabulous Fossils</td>
<td>Dig holes. Start their own collection of something and record it.</td>
</tr>
<tr>
<td>2</td>
<td>Autumn: Eco-warriors &amp; Planet Protectors</td>
<td>Plant bulbs in the school grounds. Visit the nature reserve. Visit a wind farm.</td>
</tr>
<tr>
<td></td>
<td>Spring: Castles &amp; Wales</td>
<td>Visit a living castle. Prepare a shared class lunch.</td>
</tr>
<tr>
<td>2/3</td>
<td>Autumn: Vikings &amp; Scandinavia</td>
<td>Visit a Viking museum. Make a kaleidoscope.</td>
</tr>
<tr>
<td></td>
<td>Summer: Egypt &amp; Along the Nile</td>
<td>Build a pyramid. Complete a river survey.</td>
</tr>
<tr>
<td>3</td>
<td>Autumn: At the Circus &amp; Movement</td>
<td>Learn a circus skills. Learn to juggle. Empathise with another human being and suggest ways to help.</td>
</tr>
<tr>
<td></td>
<td>Spring: Romans &amp; Pompeii</td>
<td>Visit a major city. Create an archaeological dig.</td>
</tr>
<tr>
<td></td>
<td>Summer: Journeys &amp; Where in the world?</td>
<td>Travel by bus. Fins their own wonders. Taste unusual foods.</td>
</tr>
<tr>
<td>3/4</td>
<td>Autumn: Australia &amp; The Coral Sea</td>
<td>Make a boomerang. Have a BBQ. Adopt a pet fish.</td>
</tr>
<tr>
<td></td>
<td>Spring: Tudors &amp; The New World</td>
<td>Visit the Cambridge colleges. Visit Kings College Chapel. Dress up.</td>
</tr>
<tr>
<td>4</td>
<td>Autumn: India &amp; Indian Tales</td>
<td>Taste a range of spices. Read a story to a younger child.</td>
</tr>
<tr>
<td></td>
<td>Spring: Enterprise &amp; The Apprentice</td>
<td>Start a small business. Have time to generate unique ideas and try them out. Raise money for a charity of their choice.</td>
</tr>
<tr>
<td></td>
<td>Summer: Multi-cultural Britain &amp; The Great Exhibition</td>
<td>Visit London. Visit the Victoria and Albert Museum. Set up their own exhibition.</td>
</tr>
<tr>
<td>Season</td>
<td>Theme</td>
<td>Activities</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>4/5</td>
<td>Autumn: Ancient Greece &amp; Democracy</td>
<td>Dress up. Have a significant influence on classroom decisions.</td>
</tr>
<tr>
<td></td>
<td>Spring: Carnival &amp; Brazil</td>
<td>Make carnival costumes. Sing and dance. Adopt an animal.</td>
</tr>
<tr>
<td></td>
<td>Summer: Olympics &amp; Competition</td>
<td>Take up or try a new sport. Run their own Olympic Games.</td>
</tr>
<tr>
<td>5</td>
<td>Autumn: Space &amp; Night and Day</td>
<td>Build a space station. Speak to people around the world.</td>
</tr>
<tr>
<td></td>
<td>Spring: Oh I do like to be beside the seaside &amp; Cliffs and Coasts</td>
<td>Go to the seaside. Stand on a cliff.</td>
</tr>
<tr>
<td></td>
<td>Summer: China &amp; Inequality</td>
<td>Make a Chinese dragon. Come up with ways of improving the world around them and take steps to have an impact.</td>
</tr>
<tr>
<td>5/6</td>
<td>Autumn: The Galapagos Islands &amp; A Volcanic Earth</td>
<td>Discover creatures that are new to them. Hold animals. Set up their own desert islands.</td>
</tr>
<tr>
<td></td>
<td>Spring: Mesamerica &amp; Mexico</td>
<td>Create and run an archaeological dig. Communicate with other people around the world. Visit a tropical atmosphere (e.g. Botanical gardens hot house). Talk to elderly people. Have a street party. Help someone less fortunate. Produce a play.</td>
</tr>
<tr>
<td>6</td>
<td>Autumn: Africa &amp; South Africa</td>
<td>Visit a wildlife park. Run a debating club.</td>
</tr>
<tr>
<td></td>
<td>Spring: Stuarts &amp; Conflict</td>
<td>Dress up. Role play a historical events.</td>
</tr>
<tr>
<td></td>
<td>Summer: Spirituality &amp; Sustainability</td>
<td>Visit Ely Cathedral. Get involved with local volunteer work, e.g. setting up a food bank.</td>
</tr>
</tbody>
</table>
Appendix 2: Definition of terms and explanation of Assessment for Learning

**Learning Objectives**

Involvement in longer term planning will give learners an awareness of how short term learning objectives fit into the bigger picture. Learning objectives are important because they help the learner to understand the goals they are pursuing and provide a clear focus for self, peer and teacher assessment. Learning objectives need to be clear so that learners carry out their learning effectively and so that there is clarity in assessing and giving feedback to them; muddled learning objectives lead to mismatched activities which may not fulfil the learning objective or feedback that is insufficiently focused to impact on learners’ progress. When planning learning objectives, teachers need to separate the context of the learning from the objective in order to ensure the learners fully understand the focus of their learning and are able to transfer skills across the curriculum. (E.g. ‘To know how primary sources help us to find out about the past’ rather than ‘To know why Samuel Pepys is important in understanding the events of the Great Fire of London’.)

**Success Criteria**

Success criteria are the steps or ‘ingredients’ necessary to help the child achieve the learning objective. Planning success criteria make planning teaching and learning easier, because the criteria form the essential elements for modelling and teaching and support assessment, giving a clear framework for self, peer and teacher feedback. Success criteria give learners a framework which enables them to focus appropriately on their learning, be clear about what they understand, identify successes and difficulties, discuss strategies for improvement and reflect on overall progress. When identifying success criteria it is useful to distinguish between closed and open learning objectives because they usually lead to different types of success criteria.

- **Closed**: are either right or wrong. Success criteria form a list of steps-to-follow.
- **Open**: are neither right nor wrong, but will lead to a continuum of quality. Success criteria are more like a ‘menu of elements’ which should help to achieve a quality piece of work.

Learners need to be involved in the generation of success criteria in order to most effectively own and access them. This can be achieved in various ways, including:

- Getting them to have a go at a task first, then asking them to tell you what they had to do first, next and so on and their steps form the success criteria. Where there may be a longer list of success criteria (e.g. for a mathematical calculation) write up each criterion, one-by-one, as the task is modelled, again asking for the learners’ words.
- Before beginning work, the teacher asks the learners ‘So what do you need to remember in order to achieve the learning objective?’ The teacher records and displays the success criteria using the learners’ own words.
- With the whole class, look at an anonymous example of the work to be done and ask talk partners to come up with features of the work. Responses are fed back to the teacher and success criteria generated.

**Questioning**

Improving teacher questions is an area of formative assessment which can result in rapid, positive change in the classroom. Instead of moving on to new coverage once we believe learners have basic understanding, we ask questions which will really get them thinking, thus deepening their understanding to a level which is more likely to ensure that it is not only consolidated, but can then be applied to a variety of contexts.

In order to engage learners in thinking and responding to questions, we will respond in a way which encourages learners to answer, creating a climate where challenge is the norm and doesn’t lead to the
child doubting their answer and giving you a different one instead. Learners may respond more to questions by simply increasing waiting time before asking for an answer. This can lead to answers that are longer and more confident, more alternative explanations and learners challenging or improving the answers of other learners. We will also involve learners more in class discussion through the use of talk partners, which allows all learners to think, articulate and therefore extend their learning. For greatest benefit, we will set and adhere to ground rules, arrange partners and change them regularly.

Learners are encouraged and taught how to ask their own questions so that they become actively involved in their own learning. This helps them to:
- Develop independence and take more responsibility for their own learning, working through difficulties rather than asking for help;
- Explain and express themselves, seeking explanations and alternatives more easily and frequently;
- Think about what they are trying to achieve by asking questions;
- Start to manipulate their learning;
- Reflect on/ evaluate their own understanding and often take it further.

A wider range of more open-ended questions will be asked, not only extending the learners’ understanding and thinking, but modelling for the learners how they could question things for themselves. A range of questions that could be considered are summarised below:

<table>
<thead>
<tr>
<th>Learning Focus</th>
<th>What learners need to do</th>
<th>Examples of possible question structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Define, recall, describe, identify, match, name and state</td>
<td>What is it called? Who did...? What types...? Where does...come from? When did it happen?</td>
</tr>
<tr>
<td>Understanding</td>
<td>Summarise, explain, describe, compare, classify</td>
<td>Why does..? How is...? Explain what is happening...What are the key features?</td>
</tr>
<tr>
<td>Application</td>
<td>Try in a new context, use, interpret, relate, apply ideas</td>
<td>What do you think will happen next? Why? Which tool would be best for...? Can you use what you know to solve...?</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyse, infer, deduce, reason, draw conclusions</td>
<td>What patterns can you see? Why did...? How do you think....felt when...?</td>
</tr>
<tr>
<td>Synthesis/Speculation</td>
<td>Design, create, reflect, speculate, hypothesise</td>
<td>What ways could you test your theory? What conclusions can you draw? What do you think might happen next?</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Assess, judge, compare/contrast, evaluate</td>
<td>Which would be the best... for? Why? Who made the best attempt at...? What makes you think...?</td>
</tr>
</tbody>
</table>

from ‘Questions Worth Asking’ O’Sullivan 2003

Peer and self-assessment
Teachers will model and teach learners how to assess their own and their peers’ work against success criteria, identifying successes and making on-the-spot improvements during lessons. Learners will use self-evaluation continually, so that reflection, pride in successes, modification and improvement become a natural part of the process of learning.

At its most simple level, learners will be taught to reflect on their learning by indicating at the end of a piece of work how successful they think their learning has been. The following symbols will be used:

<table>
<thead>
<tr>
<th></th>
<th>KS1</th>
<th>KS2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that my learning has been successful.</td>
<td>😊</td>
<td>↑</td>
</tr>
<tr>
<td>I feel that I understand some of my learning, but could do with more practice.</td>
<td>😊</td>
<td>→</td>
</tr>
<tr>
<td>I am feeling stuck with my learning and would like some help.</td>
<td>😊</td>
<td>↓</td>
</tr>
</tbody>
</table>
### Appendix 3: Lesson Observation Proformas

<table>
<thead>
<tr>
<th>Drop in Record</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Teacher:</td>
</tr>
<tr>
<td>Context:</td>
<td></td>
</tr>
<tr>
<td>Some things that we noticed are going well.</td>
<td></td>
</tr>
<tr>
<td>Something to think about....</td>
<td></td>
</tr>
</tbody>
</table>

Record completed by:
## Subject Leader Observation Form

<table>
<thead>
<tr>
<th>Class</th>
<th>Date &amp; time</th>
</tr>
</thead>
</table>

**Context/ focus:**

### Evaluation Criteria (see reverse for prompts)

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Observations</th>
</tr>
</thead>
</table>

### Points for feedback

**Strengths:**

- 
- 
- 

**Development Point**

- 

**Suggested Action Point**
## Record of discussion following lesson observation for professional development purposes

### Evidence from Lesson Observation

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Evidence from Coaching Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set high expectations which inspire, motivate and challenge pupils.</td>
<td></td>
</tr>
<tr>
<td>Plans and teaches well structured lessons.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates good subject and curriculum knowledge.</td>
<td></td>
</tr>
<tr>
<td>Adapts teaching to respond to the strengths and needs of all pupils.</td>
<td></td>
</tr>
<tr>
<td>Promotes good progress and outcomes by pupils.</td>
<td></td>
</tr>
<tr>
<td>Makes accurate and productive use of assessment.</td>
<td></td>
</tr>
<tr>
<td>Manages behaviour effectively to ensure a good and safe learning environment.</td>
<td></td>
</tr>
<tr>
<td>Fulfils wider professional responsibilities.</td>
<td></td>
</tr>
</tbody>
</table>

### Key strengths

#### Development Points

Reviewer: ____________________________

Reviewee: ____________________________